



UNICORN SCHOOL

PASTORAL CARE AT UNICORN

RESPONSIBILITIES:

Pastoral Lead:	Barbara Young
School Listener:	Julia Ziegler
Designated Safeguarding Lead:	David Gladstone
Governors' Committee:	Education and Staffing

Last Reviewed:	May 2022
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PASTORAL CARE AT UNICORN

Unicorn aims to provide opportunities for all pupils to learn and achieve and we believe pastoral support and care is central to this.

As well as this statement of provision, you may want to read our Anti-Bullying Policy, the Rewards, Sanctions and Behaviour Policy, and the Safeguarding and Child Protection Policy

The school aims:

- to have the child and family at the heart of everything we do
- to maintain a happy, welcoming environment for children, families and staff
- to prepare our children to be the best they can be and to establish a lifelong love of learning
- to have high expectations and to recognise that success comes in many forms
- to celebrate the kindness, individuality, diversity, talents and achievements of our pupils
- for learning to be enhanced by a broad curriculum which is embedded with creativity
- to make the most of our small size and generous staff to pupil ratio to be able to know all our children really well and foster them as individuals
- to promote emotional, physical, aesthetic, social and intellectual growth.

Unicorn school values' statement:

Unicorn children are courageous, reflective and, above all, kind.

The Unicorn Code:

- Be kind to everyone, not just your friends
- Make sure that everyone feels included
- Respect the possessions of the school and of other people
- Be polite to adults and other children
- Always try your best

School Development Plan 2022-25 strategic priorities:

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| <p>A. Putting social responsibility, diversity and inclusivity and kindness at the heart of our school community. This will include supporting our local charities, community projects and committing to understand and support the UN's Sustainable Development Goals.</p> |
| <p>B. Enhancing the quality of each child's experience at Unicorn. This will include embracing evidenced based initiatives in how children learn best, assisted by our digital strategy, and supporting emotional self regulation and well being including promoting positive behaviour choices throughout the school.</p> |
| <p>c. Refreshing our buildings, facilities and services, keeping sustainability in mind. This will include making our school inspiring for our children and staff to work and learn in and easing pressure on our busy families.</p> |

Staff responsibilities

All staff have an important responsibility for the moral, social and emotional development of the children in the school.

The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to
- Ensure that children are taught to recognise when they are at risk and how to get help when they need it
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

All staff will aim to:

- Recognise that each child is an individual and to be aware of their needs
- Appreciate the contribution and achievement of children
- Expect a high standard of courtesy and conduct
- Identify children who are having problems and, where self esteem might be low, and help raise their self esteem

- Encourage relationships based on honesty, respect, consideration and empathy
- Create a safe learning environment
- Ensure fairness regardless of age, gender, ethnicity, ability and/or disability
- Issue sanctions fairly and appropriately
- Ensure children are familiar with and understand the school's core values.

School systems that encourage pastoral support and wellbeing:

- **Smiley People** team – a child from each class is designated as a smiley person and asked to look out for anyone that might be upset.
- **Buddy Bench** – school council idea – children can sit on the Buddy Bench if they are in need of some support.
- **UV Monitors** – UV children help monitor each Infant class and are often instrumental in looking out for younger children and helping them speak.
- **Weekly Staff Briefings** - these highlight any children who might need looking out for in the playground or across the school. All staff, including support and office staff, attend the briefings and recordings and minutes are circulated
- **Opportunities to express worries** - Children are encouraged (through regular assembly and class teacher reminders) to talk about any worries. Classrooms have a 'worry box' and there is also a communication box with the school listener, Mrs Ziegler, where notes can be posted. Children are reminded of the Childline number and this is posted in toilets and around the school. A 'Tell Us' tab is on our online portal, Firefly, for children to send worries from home if they wish.
- **PASS survey** (pupils' attitude to self and school). This is delivered annually for the Junior children. It can highlight children who are at risk of developing negative self image or learning issues. These results are reviewed by the Headteacher and pastoral lead and actioned if appropriate.
- **Open door communication** - Parents are encouraged to contact the school should they have any concerns around their child's well-being. Often the class teacher is the first port of call, but parents feel comfortable informing a variety of members of staff including the Headteacher and Miss Young (pastoral lead).
- **The Unicorn Code** – simplified by School Council in 2022 – has kindness and respect for each other at its heart

- **Friendly and approachable staff** – children know that any member of staff will be willing to help them if they need support.

Regular, additional well-being provision:

- Lego club
- Well-being Wednesdays
- Boxercise
- Targeted help for individual children when needed – supporting out in the playground, arranging small group sessions to help with friendships
- Two members of staff are trained in the Emotional Health support 'Drawing and Talking'
- A term long course of **Mindfulness** is taught in UV by and accredited Paws B mindfulness teacher
- The NSPCC visits on a three year cycle on their 'Speak out, Stay safe' campaign.

Assemblies

Assemblies provide important opportunities to deliver and reinforce our values and reinforce positive modes of behaviour. Topics and external speakers for 2021-22 have included:

- Small Steps Charity – supporting children with neurological difficulties with movement
- The Kindness Bank (education around the UN's sustainable development goals)
- Standing up for others (X Factor)
- How to apologise
- The suitcase - understanding refugees
- Internet safety
- My book of worries

Events and initiatives held in school for children around pastoral care:

- NSPCC – held two assemblies and workshops for years 5 & 6 on ‘Speak out, Stay safe’ (March 2019). These will be repeated on a three yearly schedule
- Internet Safety workshops delivered by Childnet were held in November 2022 involving the whole school, staff and parents
- Teachers refer to the NSPCC ‘Pants’ campaign in circle time
- Year 6 visit Holly Lodge Junior Citizenship and the Sutton Life Centre where topics such as bullying and online safety are covered
- Anti-bullying week is observed annually, including whole school assemblies and class led activities
- Safer Internet Day is observed at school.

Transitions

Transitions are carefully thought through as they are an important part of how well and quickly children can settle into a new setting and thrive.

- New children joining the school at nursery are invited to a series of ‘Stay and Play’ sessions where they can play in their new classroom and meet some of the children that will be in their class. This also gives an opportunity for new parents to meet each other. They are also invited to join ‘Jitterbugs’ a pre-school music class which is another opportunity to get to know the school.
- In the EYFS and KS1 transition activities happen for the entire summer term with a graded process of teachers spending time with their new classes.
- In addition to a ‘going up day’, all class teachers work closely together during the summer term to help children transition smoothly to their next class.
- Careful thought is given to the transition between Green and Blue (KS1-KS2). Green children spend a day at Sayers Croft (where the Blue residential is held) so they understand what it is and the activities they can do. They also go down to the sports field a few times in the summer term to acclimatise.